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ABSTRACT

This paper assesses the state of current practicum arrangements in five suburban school systems in Massachusetts and presents recommendations regarding the practicum from persons concerned with the preparation of teachers. Three different but parallel questionnaires were devised for cooperating teachers, student teachers, and college supervisors. The questionnaire solicited responses concerning a) current practice teaching arrangements, b) the relationship between the practice teaching arrangements and other components of the teacher preparation program, and c) suggestions for the improvement of practice teaching arrangements. Participants included 220 cooperating teachers and 165 student teachers whose superintendents comprise the Joint Teacher Education Council and 37 college supervisors in 13 teacher training institutions. Five conclusions were that: 1) The practicum experience should not be limited to the final phase of preservice training; 2) Careful thought must be given to those qualities which may predict the most productive interaction between experienced and prospective teachers; 3) New staffing patterns and compensation agreements may need to be explored in order to maximize practicum effectiveness; 4) Integration between the practicum and other components of the teacher training process is necessary; and 5) Collaboration between school systems and teacher training institutions must be real. Program material is included. These conclusions form the basis of a related document (SP 005 851). (MJM)

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A SURVEY ON STUDENT TEACHING PRACTICES

prepared for
The New England Program in Teacher Education
and
The Joint Teacher Education Council

by
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PURPOSE

A persistent problem which plagues teacher educators is how to maximize the effectiveness of the practicum or clinical experience. This problem is particularly important since it is the practicum which bridges the gap between the "theory" provided to teachers through the course preparation and the immediate press of instructional tasks in the classroom. Further, teachers inevitably in retrospect view their practicum experience as the most crucial aspect of their pre-service training. The form of the practicum experience has varied little across teacher training programs. Most typically prospective teachers are assigned to a classroom or teacher to serve as a "student teacher" just prior to completion of their teacher preparation program. The effectiveness of this experience is in most cases fortuitous. Correspondence between the student teaching experience and other components of the teacher preparation process is usually only incidental. In most cases the experienced classroom teacher who exercises a great influence over the student teacher has only a casual and undefined relationship with the teacher training institution which is primarily responsible for the prospective teacher's preparation.

It is clear that if the value of the practicum experience is to be fully realized teacher educators and school system personnel must work in collaboration. It is to this end the Joint Teacher Education Council and the New England Program in Teacher Education conducted the survey which is described in this report. The general purposes of the survey

were two-fold; first, to assess the state of current practicum arrangements in a selected geographic area; and second, to solicit recommendations regarding the practicum from persons concerned with the preparation of teachers.

METHODS

Data concerning practice teaching arrangements were collected from the following three groups of persons:

- (1) cooperating teachers--those representatives of the schools who supervise the student teachers' work in the classroom;
- (2) student teachers--prospective teachers spending time in classrooms under the supervision of cooperating teachers; and
- (3) college supervisors--representatives of teacher training institutions who coordinated the student teacher's course work and practice teaching.

Three distinct but parallel questionnaires were devised, one for each of the aforementioned groups. The questionnaires solicited written responses concerning: (1) current practice teaching arrangements, (2) the relationship between the practice teaching arrangements and other components of the teacher preparation program, and (3) suggestions for the improvement of practice teaching arrangements. The questionnaires were mailed to the participants with a cover letter explaining the nature of the survey and requesting cooperation. Participants included cooperating teachers and student teachers from the five suburban school

systems whose superintendents comprise the Joint Teacher Education Council (Arlington, Brookline, Concord, Lexington, and Newton). The college supervisors represented the major teacher training institutions who provide student teachers to the five participating systems. In order to increase the sample a number of telephone interviews were also carried out. The telephone interviews solicited essentially the same information as the questionnaires and also enabled the interviewers to probe for more detailed responses in certain areas.

RESULTS

The questionnaires and interviews were not designed to provide readily quantifiable results, but rather to provide the respondents with the opportunity to express self-formed opinions. Copies of the questionnaires and interviews and detailed responses are available from the New England Regional Teacher Education Program office. It is the purpose of this report to abstract and present major trends of response patterns evident in the survey.

Responses of Cooperating Teachers

Of the 460 questionnaires sent to cooperating teachers in the five systems, 212 or 46% were returned. Of those returned, 74% came from elementary school teachers and 26% from secondary school teachers. An additional eight teachers were interviewed by telephone.

Background Data on the Cooperating Teachers

Approximately half of the cooperating teachers who responded hold the Masters degree and the number of years of teaching experience was fairly equally distributed from one year to over 25 years. Interestingly, over half of the cooperating teachers had never attended a workshop nor taken a course in supervision. Almost all of the cooperating teachers had had some previous experience in supervising student teachers and over one-third had supervised more than 10 teachers during their teaching career.

Selection and Placement of Student Teachers

It is interesting to note that over the three year period 1969-71, Boston University had provided approximately the same number of student teachers as the next six institutions combined. Boston University and Wheelock provided more than half of all the student teachers in the five school systems.

Most cooperating teachers indicated that they were assigned student teachers because they asked for them. Although cooperating teachers also indicated that in most cases they had no role in the selection of student teachers. A substantial number of cooperating teachers saw this as a particularly undesirable practice and indicated an interest in interviewing student teachers prior to assignment and developing a mutual agreement to work together. The cooperating teachers indicated that in addition to a

personal interview, knowledge of the student teaching candidate's academic record and the teacher training institution's expectations from the practicum experience would be extremely useful. The cooperating teachers also indicated that among the most important qualifications student teaching candidates should possess are some previous exposure to children, competencies in subject matter and a background in teaching methods.

Collaboration Between School Systems and Colleges

The cooperating teachers indicated that closer collaboration between the schools and teacher training institutions is essential. Many cooperating teachers felt that a "relevant" course in supervision possibly taken with student teachers and college supervisors would also be helpful. Cooperating teachers strongly felt that college supervisors should have recent teaching experience at the level they are supervising. They also felt that college supervisors must visit the student teacher in the classroom often in order to provide sensitive criticism and support. A substantial number of cooperating teachers stated that college supervisors should have supervision as their major responsibility rather than just a part-time job while pursuing a graduate degree.

Evaluation of Student Teachers

A large majority of cooperating teachers evaluate student teachers by means of a form provided by the teacher training institution. There

was not major opposition to this technique although some cooperating teachers felt that a more open-ended evaluation with regularly scheduled conferences would be desirable. The question, "Who should grade student teachers' performance," received a wide range of responses from cooperating teachers. The most frequent response was that the cooperating teacher and student teacher should jointly arrange for grading procedures, although some felt that the student teachers should grade themselves and others felt that student teaching grades are inappropriate.

The Practice of Supervision by Cooperating Teachers

The majority of cooperating teachers felt that the most effective way to work with a student teacher is to gradually increase instructional responsibility from work with individual students through small group instruction to full class responsibility. It was generally agreed that the process of supervision demands mutual respect and sensitivity. For the cooperating teacher the major constraint is the lack of time to plan and implement supervision. Additional constraints mentioned were the unrealistic demands of some training programs and difficulty in establishing collaborative efforts with the college supervisor. It was clear however that even though the cooperating teachers felt that the colleges held unrealistically high expectations for student teachers, they themselves also held high expectations for the practicum experience. The cooperating teachers indicated that the practicum should provide skill in curriculum planning, classroom management, discipline,

evaluation, and sensitivity to individual differences. They also indicated that in most cases the student teachers do in fact develop some competence in these areas. Cooperating teachers readily admit, however, that the student teaching experience is relatively short and that there are some things which come only in the experience of having one's own classroom.

Benefit of the Practicum for Cooperating Teachers

Cooperating teachers agree that there are many benefits which accrue from their role. The gratification of their contribution to the emergence of a good teacher is the most often mentioned benefit. In addition, the very practical consideration of additional help in the classroom is important. The cooperating teachers also find that interaction with student teachers revitalizes their own teaching by constantly providing them with new ideas and approaches to teaching.

A large number of cooperating teachers also felt that they should receive some material compensation for training student teachers. The three most frequently mentioned forms of compensation in order were: (1) provision with a scholarship for course work, (2) provision for additional salary, and (3) provision for release time.

Cooperating Teachers' Suggestions for Improvement of Practicum

Many specific suggestions were offered by the cooperating teachers and the comprehensive list should be perused by interested persons.

A number of comments concerning the time and sequencing of the student teaching experience were evident. Many cooperating teachers felt that the student teaching experience should occur earlier in the pre-service program. It was also stated that the student teaching experience should be a longer full-time experience without the distraction offered by courses and other university responsibilities. The use of community resources and technology such as video tape were suggestions for improvement which were offered by a number of cooperating teachers.

Responses of Student Teachers

Of the 450 questionnaires sent to student teachers, 165 or 36% were returned. Of those returned 74% came from prospective elementary school teachers and 24% came from prospective secondary school teachers.

Background Data on the Student Teachers

Over 50% of the student teachers in the study were college seniors, 25% were college juniors and approximately 25% were Master's degree candidates. While the duration of the practice teaching period varied from five weeks to one year, most student teachers were in the classroom for 8, 12 or 16 weeks. Very few of the student teachers had had any prior student teaching experience.

Selection and Placement of Student Teachers

Over two-thirds of the student teachers stated that they were assigned to a school by their college or university. The remainder of the students acquired their student teaching assignment through their own initiative or a collaborative effort between them and their college.

Most of the student teachers had observed at least one teacher and many had observed more than one teacher at the school to which they were ultimately assigned, yet an overwhelming majority of student teachers had only one teacher assigned to work with them during their student teaching experience. Only a minority of student teachers had been involved either in faculty meetings or other professional activities (departmental meetings, P.T.O. meetings, etc.) at their schools. Student teachers strongly agreed that prior to placement they should: (1) know the philosophy of the school and cooperating teacher, (2) observe several schools, (3) specify the type and location of school they prefer, (4) participate actively in the decision concerning placement.

Evaluation of Student Teachers

Most of the evaluation currently received by the student teachers is given by either the college supervisor, cooperating teacher, or both. Obviously there is more frequent on-going evaluation from the cooperating teacher; however, it is interesting to note that many of the student teachers appeared to be oblivious to or ignorant of evaluation practices. The student teachers stated a preference for evaluations that are frequent and occur in the discussion mode between the student teacher, cooperating teacher and college supervisor. There was also strong consensus among student teachers that letter grades are not useful in assessing the practice teaching experience, rather that evaluation should be represented by

a pass/fail system with written evaluations compiled by discussion between the student teacher, cooperating teacher and college supervisors.

Student Teacher Needs During the Practicum

Most student teachers felt that they should have more time in classrooms and more experience with children prior to practice teaching. Experiences such as tutoring, observation, and service as a teacher aide were frequently mentioned. The student teachers called for courses with greater "relevance" which would aid them in difficult tasks such as humane control in classrooms and instructional techniques. Clear and honest communication between the student teacher and cooperating teacher during the practicum was seen as most crucial as well as ready access to other school specialists in areas such as reading, mathematics, and counseling. Like the cooperating teachers the student teachers mentioned the potential value of a concurrent seminar with cooperating teachers and college supervisors to assist in the integration of the clinical experience and other training components. A desire for more practical information concerning the workings of a school system was also expressed. While the student teachers viewed both the cooperating teacher and the college supervisor as useful resource persons they stressed the importance of recent classroom experience for college supervisors. There were also occasional references to the infrequency of visits by college supervisors.

Benefits of the Practicum for Student Teachers

There were a wide variety of responses to items related to the benefits of student teaching. In general student teachers expected to learn some

of the very basic teaching skills such as lesson planning, use of time, and handling of day to day problems. For the most part these expectations were borne out and while some student teachers were inevitably disappointed by practice teaching many claimed that they derived even more than they expected. Among other significant learnings from the practicum which were mentioned included, insights into self and children, respect for individual differences, how not to teach, and rapport with children. Among the negative aspects of the practicum were the ambiguity of the student teacher's role--where the cooperating teacher views the student teacher as a student and the students view the student teacher as a teacher with resultant conflict. Also included as negative aspects were occasional personality conflicts with cooperating teachers and difficulties adapting to the educational values of the institution.

There was general concensus among student teachers that they still had a great deal to learn after student teaching and that the need to learn would be constant throughout their careers. Many expressed that the student teaching experience enabled them only to work with a particular type of child in a limited setting and felt that they needed more exposure to other settings before accepting a regular teaching position. Many student teachers also expressed that the practicum demonstrated to them that they needed more work in subject matter areas which they did not realize they were weak in.

Student Teachers' Suggestions for Improvement of the Practicum

The most frequent comments indicated that student teachers see a real need for more continuing contact with children and school throughout their pre-service training. They see closer collaboration between schools and teacher training institutions as necessary and feel they should be given more initiative in the determination of the student teaching assignment. Continuing communication between student teachers, cooperating teachers and college supervisors throughout the pre-service program is also seen as vital. There was no widespread agreement over what the specific duration of the practice teaching experience should be, although it was agreed that student teaching is a "consuming" activity and leaves little time or energy for other activities.

Responses of College Supervisors

Of the 138 college supervisors in 13 teacher training institutions who were sent questionnaires, 32 or 23% responded. An additional five college supervisors were interviewed by telephone.

Background Data on College Supervisors

The college supervisors exhibited a wide range of experience and supervision patterns. The range in years of experience as a college supervisor was from one to 25 years, and the number of student teachers currently supervised ranged from one to 60. Most of the college supervisors had had 6 to 10 years of teaching experience and hold a Master's degree.

College supervisors devote from 0 to 100% of their time doing supervision in the schools. The teacher training institutions which are represented by the college supervisors may place their students in as few as one or as many as 55 different school systems. Over two-thirds of the college supervisors had served as cooperating teachers in a school system sometime during their teaching career.

Selection and Placement of Student Teachers

There appear to be few clear-cut consistent policies across institutions with respect to placement of student teachers. A nearly unanimous response from college supervisors was that placement was done upon "satisfactory completion of course requirements." What these requirements are or how they relate to the practicum was usually not elaborated. Most of the college supervisors indicated that they provided a personal data sheet to the school systems for each student teacher.

Collaboration Between College Supervisors and Cooperating Teachers

College supervisors stated that in most cases cooperating teachers are selected by participating school systems. Many college supervisors stated a preference that the selection process should be done jointly by the teacher training institution and the school system. The major criterion for selection as a cooperating teacher as viewed by the college supervisors should be excellence in teaching and "ability to supervise effectively." College supervisors also feel that the cooperating teachers

could increase their effectiveness by taking seminars on supervision and by collaborating more closely with college teacher training personnel. There was a fair degree of variation between institutions with regard to the actual amount of collaboration in planning the practicum for the student teachers. Many college supervisors stated there was very little joint planning although some claimed that a good deal of joint planning occurred on an informal basis. Most college supervisors felt that cooperating teachers should receive either additional pay, free course work, or release time for participation in the practicum.

Evaluation of Student Teachers

College supervisors indicated that evaluation of student teachers is and should continue to be carried out jointly by them and the cooperating teachers. They further felt that grading should be done on a pass/fail basis although some felt that if a dispute should arise the college supervisor should be the official grader.

The Practice of Supervision by the College Supervisor

College supervisors indicated that their frequent visits (3-4 visits per student per eight week period) plus ready availability of college faculty such as media, subject matter, and curriculum specialists, were the major components of the supervision process as viewed by the teacher training institution. Specific utilization patterns or functions were not elaborated. In addition audio-visual equipment and curriculum materials were often made available through the college.

Many college supervisors felt that the most effective training for their job was successful teaching experience, subject matter competence and human relations skills. They hold similar expectations with regard to outcomes of the practicum as the student teachers and cooperating teachers. Among the most important objectives stated by college supervisors were: beginning understanding of the teaching profession, development of self confidence, and sensitivity to individual differences. The college supervisors felt that practice teaching represented only a beginning and that continued educational renewal is necessary for the professional growth of teachers.

While many college supervisors felt a paucity for time in their supervisory responsibilities they were largely in agreement that present policies and practices of supervision were basically adequate. Some specific recommendations for improvement were made and are elaborated in the next section of the report.

College Supervisor's Suggestions for Improvement of the Practicum

College supervisors showed a preference for earlier exposure of student teachers to children and classrooms. They also suggested that the match between student teacher and cooperating teacher might be done more systematically in order to provide a better learning experience. There were a substantial number of suggestions concerning the organization and content of the general teacher education curriculum.

These are not reviewed here since there are almost as many suggestions as respondents. Interested readers are referred to the original data for these suggestions.

CONCLUSIONS

A survey such as this one is by design exploratory. It was not meant to define specific weaknesses in certain student teaching programs nor to lay blame or praise upon any individuals or institutions. Rather it is an attempt to discover trends in thought and mutual concerns which may serve to guide persons committed to the improvement of the process of teacher preparation. For this purpose the survey may be useful. Since the percentage of returns in some categories was small inference must be drawn with some caution. However strong consensus concerning certain issues did emerge and should be noted.

- (1) It was generally agreed that the practicum experience should not be limited to the final act of pre-service training. Early and possibly continued exposure of prospective teachers to children and classrooms is seen as desirable by supervisors, teachers, and student teachers.
- (2) The process of placement of student teachers in classrooms is consistently viewed as most crucial. Careful thought must be given to those qualities which may predict the most productive interaction between experienced and prospective teachers.

- (3) The practice teaching period is seen as a period of intense demand upon the cooperating teacher, student teacher and college supervisor. Each party feels under great time pressure which may diminish his effectiveness. New staffing patterns and compensation agreements may need to be explored in order to maximize the effectiveness of the practicum.
- (4) Integration between the practicum and other components of the teacher training process is still seen as lacking. The practicum must not be an appendage to the training program. More coordination between those concerned with the clinical aspects of teacher training and subject matter experts has been called for before but still has not been realized.
- (5) Collaboration between school systems and teacher training institutions must be real. While this is not a new suggestion it appears that much collaboration exists on paper, but little in practice. The survey has indicated that the representatives of schools and colleges are cognizant of the need for integration of their efforts and are willing to take some action toward further collaboration.

Move out beyond the walls of the schools with the STs.

Community involvement early and throughout college.

Community study as part of the experience.

NUMBER OF RESPONSES BY SYSTEM

	Cooperating Teachers		Student Teachers	
	Sent	Returned	Sent	Returned
Arlington	40	19	30	14
Brookline	125	61	125	60
Concord	55	21	55	16
Lexington	90	22	90	23
Newton	150	87	150	51
Not shown		2		1
TOTALS (% of returns)	460	212 46%	450	165 36%

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NEPTE, June 1971

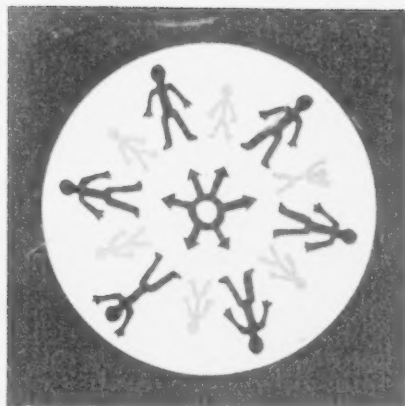
BREAKDOWN OF RESPONSES SHOWING SCHOOL TYPE BY TOWN

Cooperating Teacher	N	Elementary	Secondary
Arlington	19	10	9
Brookline	61	61	0
Concord	21	12	9
Lexington	22	12	10
Newton	87	61	26
No response	2	1	1
TOTAL	212	157 (74%)	55 (26%)

Student Teacher	N	Elementary	Secondary
Arlington	14	6	8
Brookline	60	60	0
Concord	16	6	10
Lexington	23	15	8
Newton	51	34	17
No response	1	1	0
TOTAL	165	122 (74%)	43 (26%)

NUMBER OF COLLEGE SUPERVISORS RESPONDING

<u>Name</u>	<u>Sent</u>	<u>Returned</u>
Boston College	10	4
Boston State	10	0
Boston University	12	0
Brandeis	10	2
Harvard	12	4
Lesley	8	6
University of Massachusetts	12	0
Northeastern University	12	4
Simmons	10	3
Springfield	10	0
Tufts University	10	2
Wheelock	12	0
Framingham State	<u>10</u>	<u>7</u>
N =		32



The New England Program in Teacher Education

May 12, 1971

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To: All Student Teachers

Superintendents of several suburban school systems and representatives of area colleges and universities have formed the Joint Teacher Education Council to work collaboratively on improving the quality of teacher education. An early focus for the Council is an assessment of the practice teaching experience. The Council needs your help!

Attached is a series of questions about your experience as a Student Teacher. With your cooperation (and candor) we can prepare a profile of Student Teachers' reactions to practice teaching in these school systems. Council members will use these profile data as they consider ways in which practice teaching arrangements can be improved.

The value of this information will depend largely on how representative the information is of all Student Teachers in the systems...this means your reactions are vital to the project. We request that you complete the form and return it to the school principal by Tuesday, May 18.

Because terms differ at various colleges and schools, explanations of certain titles as used in the questionnaire follow:

Cooperating Teacher - a representative of the school system who supervises the Student Teacher's work in the classroom.

Student Teacher - person spending time in the classroom under the supervision of a Cooperating Teacher.

College Supervisor - a representative of the teacher training institution who coordinates the Student Teacher's course work and practice teaching.

For further information contact:

Virginia Jacobs
The New England Program in Teacher Education
Durham, New Hampshire
603/862-2278

at the New England Center for Continuing Education, 15 Garrison Avenue, Durham, New Hampshire 03824 Telephone 603-862-2278

STUDENT TEACHER QUESTIONNAIRE

Name of your college or university _____.

Your present level of training:

Completed _____ year. Attained _____ degree.

Now practice teaching at _____ school, in _____.

For how long? _____.

1. Was your assignment for field experience at this school arranged:

_____ by your college or university?

_____ through your own initiative?

_____ cooperatively by you and your college?

_____ at the request of the school system?

_____ other (please specify) _____.

2. Prior to your assignment at this school did you talk with:

_____ Principal?

_____ College Supervisor?

_____ Cooperating Teacher?

_____ Director of Student Teaching?

_____ Other School Personnel?

_____ No one?

_____ 3. Number of teachers at this school you have observed teaching?

_____ 4. Number of teachers at this school assigned to work with you?

_____ 5. Number of teachers at this school in whose class you have taught?

ANY COMMENTS:

____ 6. How many faculty meetings have you attended at this school?

7. What other professional activities have you been involved in at this school?

____ None

____ As follows (please specify) _____

8. Have you had practice teaching experience at another school in this system?

____ Yes

____ No

9. Have you had practice teaching experience in another system?

____ Yes

____ No

____ ANY COMMENTS: _____

10. What process would you recommend in the assignment of a Student Teacher to a particular school?

___ None

___ As follows (please specify) _____

11. What competencies, experiences, or learnings would you require of the Student Teacher before he begins practice teaching?

___ None

___ As follows (please specify) _____

12. What resource materials does the Student Teacher need readily available to him during his practice teaching?

___ None

___ As follows (please specify) _____

13. What resource persons does the Student Teacher need readily available to him during his practice teaching?

___ None

___ As follows (please specify) _____

14. What additional training does the Student Teacher need to be more effective during his practice teaching?

___ None

___ As follows (please specify) _____

15. What competencies, experiences, or learning would you recommend for Cooperating teachers?

___ None

___ As follows (please specify) _____

16. What competencies, experiences, or learnings would you recommend for College Supervisors?

___ None

___ As follows (please specify) _____

17. Which of the following persons' expectations would provide useful information about the role of the Student Teacher?

___ None

___ Principal

___ Cooperating Teacher

___ Director of Student Teaching

___ College Supervisor

___ Other (specify) _____

18. What process was used to evaluate your performance as a Student Teacher?

___ None

___ As follows (please specify) _____

19. What process should be used to evaluate the performance of Student Teachers in the future?

___ None

___ As follows (please specify) _____

20. Who should grade a Student Teacher's performance?

_____ None

_____ As follows (please specify) _____

21. Whose grade of Student Teacher's performance should appear on his college record?

_____ None

_____ As follows (please specify) _____

22. What are the significant learnings from your practicum?

23. What are the competencies developed during your practicum?

24. What were the problems and issues encountered during your practicum?

25. As you anticipated practice teaching, what did you expect to learn?

26. What did you actually learn during your practice teaching?

27. As you complete your practice teaching, what do you still need to learn?

28. Let's dream a bit! You have just been given carte blanche to plan the best possible student teacher program at your college...describe what it would be like. What aspects of your own Student Teacher Program would be intact, or strengthened, or deleted?

COMPILED BY THE NEW ENGLAND PROGRAM IN TEACHER EDUCATION
FOR JOINT COUNCIL ON TEACHER EDUCATION
JUNE, 1971

RESPONSES TO STUDENT TEACHERS QUESTIONNAIRE

Total Number = 165

Number by School System

Student Teacher	N	ELEMENTARY	SECONDARY
Arlington	14	6	8
Brookline	60	60	0
Concord	16	6	10
Lexington	23	15	8
Newton	51	34	17
No response	1	1	0
TOTAL	165	122(74%)	43(26%)

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NUMBER OF STUDENT TEACHERS RESPONDING

(by system and college)

	<u>Arlington</u>	<u>Brookline</u>	<u>Concord</u>	<u>Lexington</u>	<u>Newton</u>	<u>No response</u>	<u>TOTAL</u>
Boston University	2	25		9	18	1	55
Wheelock		14			11		25
Boston State	4	7			3		14
U. Massachusetts			12				12
Northeastern	2	4			6		12
Tufts	3		2	5	1		11
Lowell State			1	6			7
Framingham	1				5		6
Perry Normal		3		1			4
Springfield				2	2		4
Salem	2		1				3
Emerson		3					3
Lesley					2		2
Harvard		2					2
Simmons		1					1
Boston Conservatory		1					1
Brandeis					1		1
U.N.H.					1		1
U.C.L.A.					1		1
TOTALS	14	60	16	23	49	1	165

Level of Training:

College senior	84
College junior	38
College sophomore	1
Masters' Program	33
No response	9

Practice Teaching Time

1 school year	3
20 weeks	7
16 weeks	51
12 weeks	34
10 weeks	15
9 weeks	1
8 weeks	43
7 weeks	5
5 weeks	3
No response	3

Item 1. Was your assignment for field experience at this school arranged:

by your college or university	110
through your own initiative	10
cooperatively by you and your college	44
at the request of the school system	2
other	9

Item 2. Prior to your assignment did you talk with:

principal	33	college supervisor	68
cooperating teacher	49	director of student teachers	62
other school personnel	28	No one	37

Item 3. Number of teachers at this school you have observed teaching:

one	29	five	12
two	33	six	9
three	28	more than 6	19
four	29	no response	4

Item 4. Number of teachers at this school assigned to work with you:

one	106	four	2
two	39	five	2
three	9	no response	7

Item 5. Number of teachers at this school in whose class you have taught:

one	83	eight	1
two	53	thirteen	1
three	12	no response	6
four	9		

Item 6. How many faculty meetings have you attended at this school:

none	87	five	2
one	29	six	4
two	17	seven	1
three	9	eight	3
four	5	more than 20	5
		no response	4

Item 7. What other professional activities have you been involved in at this school:

none	85		
no response	10		
as follows:	departmental meetings	24	Faculty Action Committee 2
	PTO meetings	18	Evaluation 2
	special workshops	13	miscellaneous 9
	school productions (drama, art, etc.)	8	

Item 8. Have you had practice teaching experience at another school system:

yes	16
no	146
no response	3

Item 9. Have you had practice teaching experience in another system:

yes	39
no	124
no response	2

ON THE FOLLOWING ITEMS, RESPONSES ARE LISTED

IN ORDER OF HIGH TO LOW FREQUENCY.

INDIVIDUAL COMMENTS LISTED SEPARATELY.

Item 10. What process would you recommend in the assignment of a ST to a particular school:

none	16
no response	2

Strong agreement that STs should:

- know the philosophy of the school and CT
- observe several schools prior to placement as ST
- be able to specify the type and location of school
- participate actively in the decision about his placement

The needs of the ST should be taken into account during placement process

STs need more information about the educational philosophies of different schools and different CTs

Final placement made only after ST and CT have met and agreed to work together

More than one assignment in a school; for exposure to several teaching styles and to different grade levels.

Placement early enough to permit ST familiarity with class, CT, etc.

Item 11. What competencies, experiences, or learnings would you require of the ST before he begins practice teaching:

none 1

no response 3

Much more time in classrooms and many experiences with children before actual practice teaching experience. Suggestions include: tutoring, observation, serving as teacher aide, etc.

No course work can prepare us; best training comes in doing

Techniques for establishing discipline, control...in a humane manner

Desire for methods courses held during actual practice teaching time. (Specific ideas: seminars with CTs and with past STs).

Greater understanding of child psychology

Patience, a sense of humor, self-direction, willingness to try many things

Willingness to communicate with children, feeling comfortable in role of ST

The need for more "relevant" methods courses, and greater preparation in subject matter.

Beginning "know how" on lesson planning

Item 12. What resource materials does the ST need readily available to him during his practice teaching:

none 4

no response 1

Equipment provided by schools and/or colleges

A-V and library materials

Tests to be used in the classroom, curriculum guides

Individual comments:

Profiles of children with whom working

Anything he can get his hands on which will provide meaningful learning for the children

Item 13. What resource persons does the ST need readily available to him during his practice teaching:

none 3

no response 3

Heavy reliance on the CT as the prime resource person during practicum

School specialists: reading, math, library and counseling

College faculty helpful on subject matter

Need CS readily available for help

Other STs

Item 14. What additional training does the ST need to be more effective during his practice teaching:

none 7

no response 23

Again, strong indications that much more, and much earlier experience working with children is desirable

More practical information about the workings of a school system

Seminars with CTs present, which would help integrate the ST experience with course work.

Opportunities to share experiences, ideas, materials and problems with other STs

More preparation in reading and math

Greater understanding of discipline, and the "whys" of behavior, motivation (maybe through role-playing).

Workshop with other ST, both past and present

Training in Human Relations, affective learning

Opportunities to work in both self-contained and open classrooms

Opportunity to have sole responsibility in classroom (toward the end of practice teaching assignment).

Contact with parents

Item 15. What competencies, experiences, or learnings would you recommend for CTs:

none 13

no response 6

Universal agreement that CT must choose to work with the ST. (In the cases where this was not so, the ST considered the experience to be a negative one.)

Numerous mentions that the CT must have specific knowledge of the college and its expectations and requirements for the ST

Most noted that the CT needs more time with the ST. ST needs regular, on-going feedback and evaluation from CT. "A CT must have the time and inclination to talk things out."

Several commented that a CT should have at least two years experience teaching in a grade before working with a ST

High praise for those CTs who provided: encouragement, flexibility and patience to the ST and who allowed some freedom to experiment with teaching styles, etc.

Many spoke of the importance of the CT's willingness to share her teaching role with the ST. Valuable experiences were cited with CTs who viewed this as a team or partnership.

CT needs to be skilled at communications

The CT should not view the ST as someone who is there merely to run errands, or the ditto machine, or do other "menial" tasks

Item 16. What competencies, experiences, or learnings would you recommend for CSs:

none 12

no response 8

Most frequently cited was the need for recent classroom teaching experience at grade level supervising. "How can they help when they don't know the problems we're facing?"

Many spoke of the need for much greater and more sustained contact with the CS. "My CS observed me too infrequently and for only short periods of time."

The CS needs specific knowledge of the school, or at least the school system. Should also know current educational practice.

General expectation of the CS as someone to whom the ST can speak frankly, who will be supportive of the ST and his problems. CS should be sympathetic and flexible.

Expectations for CS much the same as for CT

Several spoke of the desire for a real collaboration between CS, CT and ST

Item 17. Which of the following persons' expectations would provide useful information about the role of the ST:

General agreement that views of both CT and CS are valuable. ST should also be developing role expectations for himself.

Item 18. What process was used to evaluate your performance as a ST:

none 1

no response 2

Most spoke of evaluation by CS and CT, sometimes together, sometimes one by one. Evaluations discussed in conference with ST

On-going evaluations from CTs, less frequent from CS

Of interest to note that several STs were unaware of any process of evaluation of their work

Item 19. What process should be used to evaluate the performance of STs in the future:

none 0

no response 3

An evaluative process which is frequent and occurs throughout practice teaching.

Preference for evaluations which include CS, CT and ST discussing together the work of the ST

The same process as now used

Many mentioned the importance of ST's self-evaluation as a vehicle for learning

Emphasis on CTs evaluation in narrative form.

CS should observe more frequently

Item 20. Who should grade a ST's performance:

none 5

no response 1

Strong consensus that grades are not useful to measure the practice teaching experience. "This is not a gradeable experience."

CT is best qualified to judge performance of ST. "CT sees ST in all situations and understands her strengths and weakness. Knows about all successes and failures, not just those lessons prepared for CS."

The children taught might have some input

Item 21. Whose grade of ST's performance should appear on his college record:

none 5

no response 1

Strong preference for a pass/fail set up, with written evaluations included in record. These evaluations should be compiled by discussion with CS, CT and ST

The present situation (grade agreed to by CS and CT) is satisfactory

Item 22. What are the significant learnings from your practicum:

none 0

no response 7

Many important insights into self and children

Respect for individual differences

Learning specific techniques of lesson planning, discovery and utilization of materials and resources

Practice teaching had helped to decide the question about suitability for role of teacher. (Most of these decisions were affirmative, a few were negative.)

Need for patience, a sense of humor and flexibility

Value of experience over methods courses

Practice teaching was a time to learn how and what they do not want to teach

How and why public schools function as they do

Item 23. What are the competencies developed during your practicum:

no response 19

Self-confidence

Specific skills in: organization, subject matter competence, planning lessons and activities, sense of timing in presenting material, teaching a complete lesson, adaptability

Developing an understanding of control and discipline in the classroom

Rapport with children; an ability to communicate with them

Ability to teach children rather than subject matter. Importance of flexibility and patience

Learned to feel more "comfortable" and to think quickly on their feet

An increase in their own creativity

Item 24. What were the problems and issues encountered during your practicum:

none 5

no response 13

The ambiguity of the ST role. "The CT saw me as a student; the kids saw me as a teacher." Resulting problems center around: authority, respect, discipline

Uncertainties in dealing with "behavior problems," discipline control. "I had to learn how and when to intervene."

A few spoke of "personality clashes" with their CT. "I think a ST should not be criticized in front of the whole class."

Some mention of the difficulty of attempting to teach children who don't want to be in school; or who are over-indulged at home; boredom at school

Learning to teach children, not subject matter

Gauging how much material to present. How to motivate children to want to learn

Contradiction between what college preaches and what it practices about independence, trust, responsibility

Item 25. As you anticipated practice teaching, what did you expect to learn:

no response 10

Skills in planning lessons, use of time, how to make transitions, handling daily problems, etc.

No clear learning goals for practice teaching. "I had no idea of what to expect."

Practice teaching was to be a time of discovering whether or not they could actually teach

Relating to specific age group--how do kids develop and learn

"How to make learning fun for kids."

Some "philosophical" expectations: what is the role of the teacher; what part does school play in the education of children; what about the political life at a school, etc.

"Test out" how prepared he is to teach

Sense of total responsibility given to teachers (all her duties)

Item 26. What did you actually learn during your practice teaching:

no response 8

Increased skills in classroom techniques and procedures, presentation of subject matter, effective use of materials, etc.

A deeper understanding of the needs and feelings of children

Interpersonal skills in dealing with children and adults

A teacher needs to prepare thoroughly and be flexible enough to adapt her plan to meet the kids where they are

How to implement the things learned in course work

Strong and weak points as a teacher

What the role of teacher really means: the teacher is a guide, not an endless source of knowledge

Love to work with kids. That teaching is hard work

A few negative learnings:

"Teaching, like everything else is 90% politics and that students come last."

School systems are still in the dark ages

I do not enjoy teaching as much as I had thought

Item 27. As you complete your practice teaching, what do you still need to learn:

no response 6

General consensus that the need to learn is constant

Need to experience other kinds of children, work in different types of schools

Discipline (not punishing); motivating for learning; evaluative skills

Long-range planning; what beginning of school year is like

More back ground in subject matter

The reality of being fully responsible for a class

Item 28. Ideal Program

no response 15

(NOTE: Responses to this item are grouped by general comments, and those which apply to either the college or school programs)

General Comments:

Many opportunities for extensive interaction with children throughout college years and prior to practice teaching

Real collaboration between faculties of schools and colleges might clarify present ambiguity of ST role

STs should be able to specify the school and grade level he prefers

Placement should be based on mutual consent between the ST and CT

Need frequent exchange with other STs

Many more 3-way conferences between ST, CT and CA1

STs might live in common and have a "place" to exchange viewpoints

Practice teaching is a "consuming" activity. It leaves no time or energy for anything else...including reflection on the meaning of practice teaching

Residential supervisors would prove valuable as a resource on the psychology of the community in which practice teaching

Orientation sessions to be held at the beginning of practice teaching... would include all those persons involved

Provide a place (outside the classroom) where ST could get needed guidance.

College Program:

Have seminars with CTs present. Also helpful to include reading, language, and math specialists

Frequent visits from College Supervisors

No course work during the time of practice teaching except for seminar

Several suggestions on the duration of practice teaching:

- 10-12 weeks (16 weeks too long)
- two 8 week periods
- in more than one system
- before the last semester of senior year

Retain the Brandeis/Newton Program intact, its excellent

Wheelock Program wholly satisfactory

Include workshops in Human Relations training

Adopt the principles of 'open education' in college courses

Methods courses should be used: videotapes of local classrooms; role-playing techniques

STs should pay less tuition to college during practice teaching period

Maintain lines of communication with college during practice teaching to avoid the sense of alientation from college

College requires too much detail in the writing of lesson plans for "superiors."
Detracts from the real business of practice teaching

School Program:

Prospective STs need opportunity to visit several schools before placement

CT should only be those people who choose to serve in that capacity. They must agree to work with a particular ST

Observation in other classes in the school

Frequent, informal opportunities for exchange with other STs and CTs

Practice teach only four days per week---need one day to prepare lessons adequately

Need more time to become familiar with materials and plan how to use them

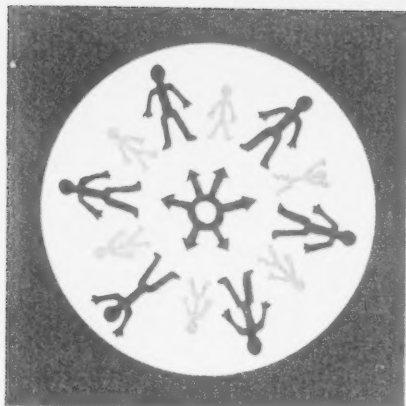
Presence of CT can become a "crutch"...ST needs some time of full responsibility for the class, with CT not present

Helpful to attend faculty/departmental meetings; perhaps even professional workshops or conventions

Schools should pay ST a small weekly salary

Involvement at this school before practice teaching---observing kids; knowing how school really operates; planning discussions with CT, etc.

Opportunity to teach group without being observed



The New England Program in Teacher Education

May 12, 1971

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TO: All Cooperating Teachers

Superintendents of several suburban school systems and representatives of area colleges and universities have formed the Joint Teacher Education Council to work collaboratively on improving the quality of teacher education. An early focus for the Council is an assessment of the practice teaching experience. The Council needs your help!

Attached is a series of questions about your work as a Cooperating Teacher. With your assistance (and candor) we can prepare a profile of reactions to practice teaching in these school systems. Council members will use these profile data as they consider ways in which practice teaching arrangements can be improved.

The value of this information will depend largely on how representative the information is of all Cooperating Teachers in the systems...this means your reactions are vital to the project. We request that you complete the form and return it to the school principal by Tuesday, May 18.

Because terms differ at various colleges and schools, explanations of certain titles as used in the questionnaire follow:

Cooperating Teacher = a representative of the school system who supervises the Student Teacher's work in the classroom.

Student Teacher = a person spending time in the classroom under the supervision of a Cooperating Teacher.

College Supervisor = a representative of the teacher training institution who coordinates the Student Teacher's course work and practice teaching.

Thank you for your time and interest.

For further information, please contact:

Virginia Jacobs
The New England Program in Teacher Education
The New England Center Administration Building
15 Garrison Ave.
Durham, New Hampshire 03824
(603) 862-2278

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at the New England Center for Continuing Education, 15 Garrison Avenue, Durham, New Hampshire 03824 Telephone 603-862-2278

COOPERATING TEACHERS QUESTIONNAIRE

Name of your school: _____, in _____.

Your specific training responsibilities: _____.

How long have you been at this school? _____.

How long have you been a teacher? _____.

Your level of training: _____ degree attained. _____ degree now in process.

____ 1. Number of workshops, institutes, and courses in Supervision?

____ 2. Number of workshops, institutes, and courses in Curriculum Development?

____ 3. Number of Student Teachers supervised?

4. Student Teachers supervised in the last three years have come from the following institutions:

Numbers of Student Teachers:

Name of Institution:

5. Was your own practice teaching experience:

____ in this same school?

____ in a different school in another district?

____ in this school district?

____ in a training school of a college or university?

____ in a similar school in another district?

____ no practice teaching experience?

____ ANY COMMENTS:

6. Are you assigned Student Teachers because:

- ☐ you asked for them?
- ☐ you are the senior member of the staff interested in working with student teachers?
- ☐ your supervisor or department chairman assigned one to you?
- ☐ you hold a staff or faculty position at the training college or university?
- ☐ other (please specify) _____

7. In return for training Student Teachers, Cooperating Teachers should:

- ☐ be paid an additional salary?
- ☐ be provided with released time?
- ☐ be provided with scholarship for a course?
- ☐ hold staff (non-voting) appointment at the training college?
- ☐ hold faculty (voting) appointment at the training college?
- ☐ other (please specify) _____

ANY COMMENTS: _____

8. What process do you now require before accepting a Student Teacher?

_____ None

_____ As follows (please specify) _____

9. What process would you require in the future before accepting a Student Teacher?

_____ None

_____ As follows (please specify) _____

10. What materials, information would you require from the training college before accepting a Student Teacher?

_____ None

_____ As follows (please specify) _____

11. What competencies, experience, or learnings would you require of the Student Teacher before accepting him for practice teaching?

_____ None

_____ As follows (please specify) _____

12. What resource materials do you need readily available to assist you in supervising Student Teachers?

_____ None

_____ As follows (please specify) _____

13. What resource materials do you need readily available to assist you in supervising Student Teachers?

_____ None

_____ As follows (please specify) _____

14. What training would make you more effective in the supervision of Student Teachers?

_____ None

_____ As follows (please specify) _____

15. Which of the following person's expectations would provide useful information for you about the role of Cooperating Teacher?

_____ None

_____ School System Supervisor

_____ Student Teacher

_____ College Director of Student Teaching

_____ Principal

_____ College Supervisors

_____ Other (please specify) _____

16. What process would you recommend be used for the selection of College Supervisors?

_____ None

_____ As follows (please specify) _____

17. What process do you now use in evaluating Student Teachers? (Please attach sample form if used.)

_____ None

_____ As follows (please specify) _____

18. What process would you use in evaluating Student Teachers in the future?

_____ None

_____ As follows (please specify) _____

19. Who should grade a Student Teacher's performance?

_____ None

_____ As follows (please specify) _____

20. Whose grade of Student Teacher's performance should appear on his college record?

_____ None

_____ As follows (please specify) _____

21. What approaches have been effective for you in guiding the practicum experience for Student Teachers?

_____ None

_____ As follows (please specify) _____

22. What are the most serious constraints you have in your role as Cooperating Teacher?

_____ None

_____ As follows (please specify) _____

23. What are the most rewarding aspects of your role as Cooperating Teacher?

_____ None

_____ As follows (please specify) _____

24. What do you expect Student Teachers to learn during the practicum?

_____ None

_____ As follows (please specify) _____

25. What, in general, do Student Teachers actually learn during the practicum?

_____ None

_____ As follows (please specify) _____

26. What, in general, do Student Teachers still need to learn after the practicum?

_____ None

_____ As follows (please specify) _____

27. Imagine that you have been given an opportunity to create the best possible program for student teaching at your school...describe what it would be like. Identify the most important characteristics of a total student teacher program for all those involved.

COMPILED BY THE NEW ENGLAND PROGRAM IN TEACHER EDUCATION
FOR JOINT COUNCIL ON TEACHER EDUCATION
JUNE, 1971

RESPONSES TO COOPERATING TEACHERS QUESTIONNAIRE

Total Number = 212

Number by School System

Cooperating Teacher	N	Elementary	Secondary
Arlington	19	10	9
Brookline	61	61	0
Concord	21	12	9
Lexington	22	12	10
Newton	87	61	26
No response	2	1	1
Total	212	157 (74%)	55 (26%)

How long at this school:

1 year	34	8 years	3
2 years	37	9 years	7
3 years	30	10 years	5
4 years	23	11 years	3
5 years	16	12 years	7
6 years	14	13 years	1
7 years	6	14 years	3
		15 and over	23

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How long teaching:

1 year	6	8 years	15
2 years	12	9 years	7
3 years	21	10 years	10
4 years	19	11-19 years	43
5 years	16	20-24 years	12
6 years	17	25 and over	21
7 years	9	no response	4

Level of training:

<u>already attained</u>		<u>in process</u>	
Bachelor	101	Bachelor	0
Masters	100	Masters	43
CAGS	5	CAGS	10
3-year program	1	Doctorate	2
no response	5		

Item 1. Number of workshops, institutes and courses in Supervision:

none	112
1	35
2	15
3 or more	22
no response	17

Item 2. Number of workshops, institutes and courses in Curriculum Development:

none	54
1	18
2	39
3 or more	81
no response	20

Item 3. Number of Student Teachers supervised:

none	4	five	13
one	25	six	10
two	23	over 10	75
three	19	no response	24
four	19		

Item 4. Student Teachers supervised in the last three years have come from the following institutions:

<u>Number of Student Teachers</u>	<u>Name of Institution</u>
432	Boston University
126	Wheelock
86	Northeastern University
62	Boston College
54	Simmons
42	Lesley
37	University of Massachusetts
33	Harvard
28	Tufts University
25	Boston State College
23	Framingham State
23	Cardinal Cushing
21	Lowell State
17	Brandeis
16	Springfield
16	Miscellaneous
15	Perry Normal
8	Emmanuel
4	Emerson

Item 5. Was your own practice teaching experience:

in this same school	17
in this school district	28
in a similar school in another district	38
in a different school in another district	110
in a training school or a college or university	42
no practice teaching experience	17

Item 6. Are you assigned Student Teachers because:

you asked for them	134
you are the senior member of the staff interested in working with student teachers	24
your supervisor or department chairman assigned one to you	47
you hold a staff or faculty position at the training college or university	7
other	25
no response	10

Comments:

- a) The supervision of Student Teachers is a serious professional responsibility
- b) At the request of college personnel
- c) Cooperating Teacher is able to specify which college the Student Teacher will come from

Item 7. In return for training Student Teachers, Cooperating Teachers should:

be paid an additional salary	92
be provided with released time	77
be provided with scholarship for a course	120
hold staff (non-voting) appointment at the training college	28
hold faculty (voting) appointment at the training college	14
other	32
no response	3

Comments:

- a) A range of options with choice left to individual CT
- b) Released time important to be able to spend more time with ST
- c) Closer collaboration with college; seminars with all involved in practice teaching
- d) Either salary or scholarship (e.g. 3 graduate credits per ST)
- e) Working with STs is sufficiently rewarding for them and appreciate assistance given them by STs. Some strong opposition to additional salary
- f) Link with colleges which would allow CT to influence decisions about the training of future teachers. Feel they are in excellent position to be effective here
- g) Part of college faculty to offer courses for STs
- h) Salary is one means of assuring recognition for and greater responsibility from the CT. "Many now see CT role as merely time consuming burden."
- i) Able to have full use of university facilities

NOTE: ON THE FOLLOWING ITEMS ARE LISTED

IN ORDER OF HIGH TO LOW FREQUENCY.

INDIVIDUAL COMMENTS ARE LISTED SEPARATELY.

Item 8. What process do you now require before accepting a ST:

none 96 no response 4

Presently, no role in acceptance of ST candidates

Personal interview before acceptance..."Can we work well together?"

Will work only with STs from certain colleges

Arrangements made by the principal, or through the College Supervisor

Comments:

Require frequent supervision by college. Otherwise, I want responsibility of grading the STs

Understanding that this is an open classroom

Review of ST's educational background

Several prior visits to observe my class in action

Statement of requirements and objectives to be met during practice teaching

Item 9. What process would you require in the future before accepting a ST:

none 36 no response 8

Overwhelming response: opportunity to interview ST candidates; have her observe in classroom; discuss educational viewpoints; determine her interest in working with children. Then mutual agreement to work together.

No change in present process

Guarantee of frequent and interested supervision by the college

Some assurance of compatibility

Decision to be made only after conference with CT, ST and CS

STs should have had prior experience with children...at least through observation

Comments:

To attend seminar courses to discuss this ST's practice teaching experience

Discuss the college's expectations for this practice teaching time

Know how much time and effort the ST is willing to put into experience

Don't want the difficult task of being a screening agency for poor students who lack teacher qualifications

Screen to be sure they want to teach after graduation and that they not look upon teaching as a 'washout' or insurance policy

Practice teaching should not be left until the last year of school

Item 10. What materials, information would you require from the training college before accepting a ST:

none 39 no response 4

ST's academic record

Knowledge of the college's program: expectations for ST and for CT; college schedule, vacations; ST course load, etc. Student Teacher handbook noted as helpful

ST statement of his competencies, interests, expectations, etc.

Survey of personal background of ST (biographical, course content not grades)

Interview with ST prior to decision

CT and CS establish goals and expectations for practice teaching

Screening should be done by colleges

Letters of recommendation

Comments:

What criteria must be met by those applying for practice teaching

A way of demonstrating the commitment of ST to education

Depends on the training college

Understanding of the open classroom

Item 11. What competencies, experience or learnings would you require of the ST before accepting him for practice teaching:

none 27 no response 4

Previous exposure to classroom and/or to children

Competence in subject matter to be taught

Background in methodology

Real desire to teach...and a love of children

Know child psychology and child development

Good grounding in reading and math

Willingness to work hard; to put in time and effort

Someone growing in mature responsibility; emotionally stable

Good personal relationships with children and adults

Knowledge of early childhood

Able to make lesson plans

Attitudes and dedication are more important than experience

Common sense and sense of humor

Initiative in assembling materials, doing research where needed

Know A-V materials

Comments:

Willing to work independently, but cooperatively

Must be a senior or grad student

Item 12. What resource materials do you need readily available to assist you in supervising STs:

none 72 no response 11

Information from college on goals, requirements for the ST

A-V materials, video taping equipment, etc.

Materials used in daily teaching seem adequate

Teacher texts and guides for ST's use

Libraries...the school's, college's and public

Regular meetings with other CTs

Resource of the training colleges

Comments:

Funds for the ST to buy materials...budgets are planned the year before STs even arrive and they often have excellent ideas

Rather than materials, additional visits from the CS would be helpful

Newer methods of observation

"Time and energy. The more, the better."

Brought ST to workshops given by our system

Good source for current, professional books to lend to ST

Item 14. What training would make you more effective in the supervision of STs:

none 32 no response 23

Closer collaboration with the colleges

Course in the supervision of STs...a relevant one

A concurrent seminar with CS, ST and CT

Workshop on guidelines for CT

Flexible guidelines from college on their expectations

Informal exchange among CTs, professional days to observe their classes

Experience, trial and error

Current trends in education

Human Relations training

Refresher course in subject matter

Work as part of a school/college team to update practice teaching

Comments:

"Slave Driving 101"

Need suggestions...had supervision courses, but those not helpful

"If I knew, I'd take the course"

I'm through with STs

More involvement with children would make me a better CT

Item 16. What process would you recommend be used for the selection of CSs:

none 9 no response 37

Recent teaching at the grade level they are supervising...minimum of several years experience in classroom

Available to visit class often...needs time and understanding

Aware of ST needs: tactful in criticism; supportive and sensitive person

Good communications with adults and with kids

Current and realistic view of education

Needs both classroom experience and supervisory training

Not someone getting another degree...they don't have enough time to devote

Collaborate with CTs

Selected by: STs, college faculty, principal and CTs

Recommended by past experience of STs and CTs

Informed on the policies of the school system

Supervision should be his only responsibility

Comments:

More practical to draw CS from classrooms

Joint school/college appointment, with both paying for services

Liberal Arts PhD candidates too concerned with content

Stringent screening to eliminate the unhelpful, unavailable CS

Rotate between teaching in college and real live kids

Item 17. What process do you now use in evaluating STs:

none 0 no response 17

Highest frequency: Forms provided by college or school system

Conference with CT and ST, plus written evaluation

Relationships with children in the classroom

Daily evaluation

General letters of recommendation

Professional and personal growth of the ST

Self-evaluation by ST

Comments:

CS aim is to pass everyone, CT has limited say. Not adequate

Have ST write a) "The ideal teacher is _____, b) I am _____."

Keep a detailed journal for ST

Item 18. What process would you use in evaluating STs in the future:

none 0 no response 12

No change in the present process

Essay-type evaluation, open-ended, not merely a checklist

Conferences with all concerned

Collaborative evaluation written by ST and CT

Personality traits and professional competence exhibited by ST

CT is best informed to make evaluation

Self-evaluation by ST

Evaluation should be an on-going process

Use of video tape, tape recorder, etc.

Comments:

Include observations of other CTs

Need more time to do evaluations, and to settle conflicts as they arise

No rating on appearance, it has nothing to do with teaching ability

Am developing my own form

I could do with fewer written reports

Item 19. Who should grade a ST's performance:

none 1 no response 1

Cooperating Teacher and the College Supervisor

CS, CT and ST

No grades, they're inappropriate, irrelevant

Cooperating Teacher alone...CS hasn't had sufficient time in classroom to judge

College Supervisor, but mainly CT

CT/CS and principal

Student Teacher

College Supervisor

Comments:

A careful anecdotal record should be prepared

Comments of selected students from the classes where ST has worked should be included

Item 20. Whose grade of ST's performance should appear on his college record:

none 2 no response 6

Jointly, by CT and CS

No grades, descriptive evaluation only

The Cooperating Teacher's

Jointly by CS/CT and ST

College Supervisor's

CT and ST

CT, CS and principal

Item 21. What approaches have been effective for you in guiding the practicum experience for STs:

none 5 no response 15

Program that gradually increases responsibility: work with individuals, then small groups, then move to whole class

Respect for ST: treat as a colleague, part of team

Open and frequent communications with ST: immediate feedback

Specific goals and objectives established, allow for flexibility

Have ST working with more than one CT

Share ideas, plan activities together; leading to independent planning

Encourage to experiment with different teaching styles

Check lesson plans day before taught; amend if needed

Keep a log with questions and comments

Have ST evaluate my lessons

Different approach with each ST...discover own strengths and weaknesses

Comments:

This is a learning period. I'm on their side

Discuss what's happening in class and speculate on why

Assign 'academic' responsibility to ST for certain children

Observe K-8 colleagues for an 'overview'

Encourage ST to develop skill in evaluation of own performance

Recall my own ST days

Encourage maximum initiative from ST

Item 22. What are the most serious constraints you have in your role as CT:

none 49 no response 14

TIME...too little to adequately plan and confer with ST

Unrealistic demands made by some college education departments

Too little involvement with CS; lack of concern from CSs

STs not emotionally suited for, or committed to teaching

STs inability to accept frank criticism; or his lack of cooperation and responsibility

Training period too short...STs frequently in and out of classroom

Allowing the ST to experiment with methods which may not agree with mine

Not knowing what is expected of me in the CT role. "Guidelines are needed"

Practicing self-restraint, letting ST handle difficult situations

Difficult to evaluate the average or poor ST

No influence on the training of ST...courses have little correlation with classroom teaching

College should not permit courses during practice teaching, especially not in the daytime.

Comments:

If ST not doing well, I don't sacrifice pupils for ST, but take over class

Knowing when to give up leadership and give more to ST

"Try something new." ST unable to, can only stick to manual and materials provided

Providing a sufficient variety of experience for ST

No safeguards from college for a ST in difficulty

Discovering ways to observe unobtrusively

Item 23. What are the most rewarding aspects of your role as CT:

none 0 no response 9

Watching a "teacher" emerge and gain confidence

Get new ideas and approaches from ST...a youthful way of looking at things

Insights from the young teacher revitalize my own teaching

Get more accomplished in the classroom with the added help

Interaction with another adult

Comments:

Sharing the children's love and respect

Allowing an experimental forum where failure is not punished

An impetus to evaluate my own teaching

Seeing the educational process on two levels simultaneously

A few disinterested STs are a burden

A professional obligation and a pleasure to serve as CT

Item 24. What do you expect STs to learn during the practicum:

none 1 no response 6

Heavy response on specific classroom skills: e.g. curriculum planning, classroom management, timing, discipline, evaluating skills

Uniqueness of the individual child; assessing needs

Relationships with children, colleagues and parents

How to provide a rich environment for all kinds of learning

Communicating what the ST knows

Realism...the difference between theory and practice

Develop confidence, own philosophy of education

Sense of his strengths and weaknesses; is teaching for him?

Comments:

Some methods, some subject matter, some organizational skills and a lot of increased sensitivity to and perception of needs of children

Compassion, understanding, sensitivity...innumerable insights about people working together

How to be a learner and teacher

What teaching is all about

How to walk tightrope between Discipline and Warmth

Item 25. What, in general, do STs actually learn during the practicum:

none 0 no response 9

The expectations shown above

Depends on the individual ST and his practice teaching situation

As much as the ST wishes to learn

More than they have during their college courses

Many techniques and use of equipment (A-V, etc.)

Discipline, flexibility

What children are like: what they can do and need

That teaching is hard work and fun

They tend to imitate at first...handle the CT's class, not their own

Comments:

Being to realize that teaching is truly a total process
A great deal about themselves...how to evaluate their own performance
Children are more important than the curriculum
Definitely feel there is not enough support from the university
Begin to learn one teacher's approach to a given grade

Item 26. What, in general, do STs still need to learn after the practicum:

none 0 no response 16

Those things which only come in the experience of having your own classroom
Practice teaching too short to learn such things as long range planning, coping with administrative demands, etc.
Transfer the skills learned as ST to own classroom
Varies greatly
Task ahead...to continue to grow in all these areas
Discover own teaching style
Humility, compassion, flexibility, sense of humor
Current research

Comments:

How to question, how to lead a discussion
How to interpret student behavior
How to understand their own feelings about teaching
An opportunity to analyze their ST experience
Chance to go back to campus and share experiences
Should continue under close supervision by someone in charge of new teachers

Item 27. Ideal Program:

none	0	no response	32
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NOTE: Responses to this item are grouped by general comments, and those which apply to either the college or school programs.

General comments:

Previous experiences with children and classrooms should begin as early as possible. "Senior year is too late to get into schools."

Much greater collaboration and cooperation between colleges, students and schools.

Continuous three-way communication: before and during the practicum

TIME...needed for frequent and regular conferences to plan, implement and evaluate together (and where necessary to gripe). This could be at the school with all CTs and STs plus CS

Supervisor should be a teacher within school system (one for each school). Should have university status, conduct weekly seminar on teaching, observe, etc. Paid by the university, released by the system...assumes the total responsibility for practice teaching experience.

ST should be active in the placement process...placement made only after ST has observed in several systems, classrooms and then selected the right one for himself.

Provide the ST with enough freedom to experience and express his feelings honestly

A good ST program will reveal the human aspects of the profession

Expose ST to the knowledge that teaching is a constant evaluative process; of self, group and individuals

Students should be paid for their work: this should be of higher priority than motivating CTs

College program:

Extend the time for practice teaching...minumum of 6 months to as much as 1 year. Use the medical internship as a model. Provide for practice teaching in more than one system, at more than one grade.

ST equals a full time experience. NO COURSE WORK at college during this time except for a seminar to discuss the ST experience

More specific directions from the college re: expectations of CT and ST

Specific praise for the Brandeis-Newton program: methods course in specific planning for a real classroom situation. Might improve by adding time and money in the spring of previous year for 66Ts to become familiar with the school

Wheelock program also cited as good

No grades...STs are overly concerned about making one slight error

STs feel that colleges do not, in reality, give enough guidance

Methods courses on-site, with experiential counterpart in schools. CTs would serve as teachers

Need criteria for weeding out (before practice teaching) those people who shouldn't or don't want to teach

I feel revisions must come from the college primarily

School program:

CT as key to successful practice teaching: must be experienced, competent, enthusiastic and really eager to supervise young teacher

Practicum should be a total immersion: with kids, in administrative details and in extra-curricular activities (including parent conferences)

ST should come to understand the school as a total community...not just an isolated classroom

Practicum as open-ended as possible: allow for much freedom to talk with other STs, teachers; make materials available for ST to develop his own ideas; really get to know the kids and how THEY relate to education.

Gradually increase the amount of responsibility taken by the ST from work with individual students through an extended time of full responsibility for the class

At beginning, ST outlines his learning goals, CT also and then they compare these goals

Video taping could be very helpful aid in evaluating ST.

In the eyes of the children, CT and ST should be seen as a team, not as competing individuals

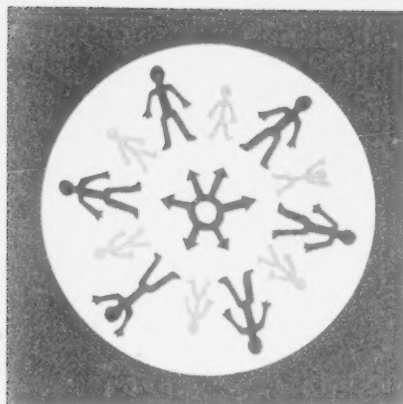
ST needs to learn the curriculum resources of the system

No ideal school situation exists...STs should learn that change will come, in part, from his efforts

CT also in a learning process, simply has more experience behind him

Provide ST a chance to experiment with new curricula; chance to actually evaluate and have that evaluation taken seriously

Need to maintain individual differences, even for ST and CT...keep at the person-to-person level, don't complicate



The New England Program in Teacher Education

at the New England Center for Continuing Education, 15 Garrison Avenue, Durham, New Hampshire 03824 Telephone 603-862-2278

May 12, 1971

TO: All Principals

Superintendents of five suburban school systems and representatives from major teacher training institutions have recently formed The Joint Teacher Education Council. A top priority for the Council is an assessment of the practice teaching experience.

All Student Teachers and Cooperating Teachers in your school are being asked to complete questionnaires with their reaction to current practice teaching programs and their ideas for future models.

The significance of these date will depend greatly on the degree of participation by your staff. May we ask you to help by encouraging all Student Teachers and Cooperating Teachers at your school to respond.

Questionnaires are to be returned, via your office, to the Superintendent's Office not later than Wednesday, May 19th.

Many thanks for your assistance.

For further information, please contact:

Virginia Jacobs
New England Program in Teacher Education
New England Center Administration Building
15 Garrison Avenue
Durham, New Hampshire 03824

(603) 862-2278

COLLEGE SUPERVISORS AND DIRECTORS OF STUDENT TEACHING QUESTIONNAIRE

Name of your college or university: _____.

Your specific responsibilities for Student Teachers:

_____.

How long have you been working with Student Teachers? _____.

Number of Student Teachers presently supervised? _____.

How much classroom teaching experience have you had? _____.

At what level? _____.

Your level of training: _____ degree attained. _____ degree in process.

College assignment: Teaching load _____%

Supervisory load _____%

Administrative load _____%

____ 1. Number of school systems in which your college or university places Student Teachers?

2. Was your own practice teaching experience:

____ in a rural school district?

____ in a suburban school district?

____ in an urban school district?

____ in a training school or college or university?

____ no practice teaching experience?

____ 3. Have you ever served as a Cooperating Teacher in a school system?

____ ANY COMMENTS:

4. What process do you now require before placing a Student Teacher in a school system?

___ None

___ As follows (please specify) _____

5. What process would you recommend before placing a Student Teacher in a school system in the future?

___ None

___ As follows (please specify) _____

6. What materials and information about a Student Teacher do you provide to the school system before placement?

___ None

___ As follows (please specify) _____

7. What materials and information about a Student Teacher would you recommend be provided to the school system in the future?

___ None

___ As follows (please specify) _____

8. What is the program for preparing a student for practice teaching at your college?

___ None

___ As follows (please specify) _____

9. What competencies, experiences or learnings do you require of the Student Teacher before his placement in a school?

_____ None

_____ As follows (please specify) _____

10. What resource materials does the college make readily available to the Student Teacher to assist him in his practice teaching?

_____ None

_____ As follows (please specify) _____

11. What resource people does the college make readily available to the Student Teacher to assist him in his practice teaching?

_____ None

_____ As follows (please specify) _____

12. What process for the supervision of Student Teachers is now provided by your college?

_____ None

_____ As follows (please specify) _____

13. What process for the supervision of Student Teachers would you like to see provided by your college in the future?

_____ None

_____ As follows (please specify) _____

14. What process is now used to evaluate the performance of Student Teachers?

___ None

___ As follows (please specify) _____

15. What process would you use in the future to evaluate the performance of a Student Teacher?

___ None

___ As follows (please specify) _____

16. Who should grade the performance of Student Teachers?

___ None

___ As follows (please specify) _____

17. Whose grade of the Student Teacher's performance should appear on his college record?

___ None

___ As follows (please specify) _____

18. What process is now used in the selection of Cooperating Teachers for Student Teachers from your college?

___ None

___ As follows (please specify) _____

19. What process would you recommend be used for the selection of Cooperating Teachers in the future?

___ None

___ As follows (please specify) _____

20. What resource materials does the Cooperating Teacher need readily available to assist him in the supervision of Student Teachers?

_____ None

_____ As follows (please specify) _____

21. What resource persons does the Cooperating Teacher need readily available to assist him in the supervision of Student Teachers?

_____ None

_____ As follows (please specify) _____

22. What competencies, experiences or learnings would you require of the Cooperating Teacher?

_____ None

_____ As follows (please specify) _____

23. In return for training, Cooperating Teachers should:

_____ be paid an additional salary?

_____ be provided with released time?

_____ be provided with scholarship for a course?

_____ hold staff (non-voting) appointment at the training college?

_____ hold faculty (voting) appointment at the training college?

_____ other (please specify) _____

24. What training would make Cooperating Teachers more effective in their supervision of Student Teachers?

_____ None

_____ As follows (please specify) _____

25. In return for training, College Supervisors should:

☐ be paid an additional salary?

☐ be provided with released time?

☐ other (please specify) _____

26. What competencies, experiences or learnings would you require of College Supervisors?

☐ None

☐ As follows (please specify) _____

27. What approaches have been effective for you in guiding the practice teaching experience for Student Teachers?

☐ None

☐ As follows (please specify) _____

28. What training would make you more effective in the supervision of Student Teachers?

☐ None

☐ As follows (please specify) _____

29. What are the most serious constraints you have in your role as College Supervisor?

☐ None

☐ As follows (please specify) _____

30. What are the most rewarding aspects of your role as College Supervisor?

___ None

___ As follows (please specify) _____

31. What degree of joint planning for the practicum now takes place between you and the schools?

___ None

___ As follows (please specify) _____

32. What degree of joint planning for the practicum would you like to see take place in the future?

___ None

___ As follows (please specify) _____

33. What do you expect Student Teachers to learn during their practicum?

___ None

___ As follows (please specify) _____

34. What, in general, do Student Teachers actually learn during their practicum?

___ None

___ As follows (please specify) _____

35. What, in general, do Student Teachers still need to learn after their practicum?

_____ None

_____ As follows (please specify) _____

36. Imagine that you have been given an opportunity to create the best possible program for student teaching at your college...describe what it would be like. Identify the most important characteristics of a total student teacher program for all those involved.

COMPILED BY NEPTE FOR JOINT COUNCIL ON TEACHER EDUCATION
JUNE, 1971

RESPONSES TO COLLEGE SUPERVISORS AND
DIRECTORS OF STUDENT TEACHING QUESTIONNAIRE

Total Number = 32

Name of college or university:

Boston College	4
Brandeis	2
Harvard	4
Lesley	6
Northeastern	4
Simmons	3
Tufts	2
Framingham State	<u>7</u>
Total	32

How long have you been working with Student Teachers:

1 year	1
2 years	4
3 years	3
4 years	3
5 years	4
6-10 years	9
11-20 years	6
25 years	1
no response	1

Number of STs presently supervised:

None	2	30 students	1
1-5 students	7	40	1
6-10	8	60	1
11-15	6		
16-25	6		

SP005-852

How much classroom teaching experience have you had:

2-4 years	8
6-10 years	13
13-20 years	5
over 20 years	6

At what level:

Elementary	17
Secondary	19
College	16

Your level of training:

Bachelors	1
Masters	20
Doctorate	1

In process:

Masters	1
Doctorate	9

College Assignment:

no response	6
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Supervision:

% of time:

Number

0%	3
20%	2
25%	4
33%	6
50%	6 ^a
66%	2 ^a
100%	3 ^b

^aOne person in each category shows no supervisory time during 1/2 of year.

^bOne person employed only on part-time (40%) basis.

no response	1
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Administration: Seven of the respondents indicate administrative responsibilities: 10%, 25%, 33%, 40%, 50%, 69%, 100%.

Item 1. Number of school systems in which your college places STs:

1-6 systems	3
15-25	6
30	1
32	7
39	4
55	4
no response	7

Item 2. Was your own practice teaching experience:

in a rural school district	3	in a training school or college	6
in a suburban school district	22	no practice teaching	1
in an urban school district	7		

Item 3. Have you ever served as a CT in a school system:

yes	24
no	7
no response	1

NOTE: ON ALL THE FOLLOWING ITEMS, RESPONSES ARE
LISTED IN THE ORDER OF HIGH TO LOW FREQUENCY,
WITH INDIVIDUAL COMMENTS LISTED SEPARATELY.

Item 4. What process do you now require before placing a ST in a school system:

No response 5

Completion of course requirements and academic standing

Work with school personnel to provide good matching

At request of student

After an interview at the school

After field work experience

Screening now done by Director of Student Teaching

College supervisor visits school

Item 5. What process would you recommend before placing a ST in a school system in the future:

No response 6

No change in present process

Need to find improved ways to match ST and CT

Need to develop criteria and screening mechanisms for personal and academic competencies of STs

Early field work coordinated with academic courses; STs visit several schools before placement; placement only after previous field work with same CT, if possible

Comments:

Need to develop a cadre of CTs willing to work with our STs

Placement considered tentative until both have worked together. Change if not satisfactory.

ST should formulate his learning goals and practice teaching be designed to meet them

Item 6. What materials and information about a ST do you provide to the school system before placement:

No response 7

Personal data sheet provided

Interview with ST

College requirements and expectations, plus college calendar

Handbook on Student Teaching

Done by Director of ST

Medical clearance

Comments:

Minimum facts and evaluation when requested

Item 7. What materials and information about a ST would you recommend be provided to the school system in the future:

No response 10

No change in present process (high frequency of response)

Prior interview with ST

Information on academic and social strengths

80

Statement by student of his interests, goals, etc.

Item 7. Continued

Comments:

Name and qualifications

Small group meetings with cooperating
school personnel and college supervisor

At the request of the system

A personality rating

Item 8. What is the program for preparing a student for practice teaching:

No response 2

Course requirements

An integrated, and graduated program from Freshman year on

Prior field work experience

Summer teaching program

Orientation seminars during practice teaching

Item 9. What competencies, experiences or learnings do you require of the ST before his placement in a school:

No response 1

Responses indicated nearly unanimous similar intent:

Satisfactory completion of course requirements; capability in the college's professional program; or, passing grades in courses

Success in working with children

Item 10. What resource materials does the college make readily available to the ST to assist him in his practice teaching:

No response 4

A-V materials and equipment; curriculum library of materials

Comments:

College's limited resource center

Boston area resource centers apart from the college

Item 11. What resource people does the college make readily available to the ST to assist him in his practice teaching:

No response 0

College supervisors and instructors nearly unanimous: some stressed that such persons are readily available and frequently utilized

Media specialists

Subject matter and curriculum specialists

Teaching fellows

Support personnel of a large university

Item 12. What process for the supervision of STs is now provided by your college:

No response 2

High frequency on: 3-4 visits per student as a minimum for 8 weeks ST

Conferences with CT and CS immediately after observation

Weekly two-hour seminar with ST and CS

No designated process to be followed

Process supervised by department (subject matter)

Regular seminars

Comments:

Bi-monthly observations with scrutiny of lesson plans

Frequent conferences

One faculty supervisor per nine STs

Liaison person in the schools

A few who are part-time in the school and also serve at college as core teachers

Supervisor meets with team at a school

Too little formal support from college for program

Item 13. What process for the supervision of STs would you like to see provided by your college in the future:

No response 2

No change in present process

A cluster of responses recommending greater cooperation between schools and colleges

Item 13. Continued

Joint team (one from both institutions) at clinic site; CTs included in regular seminar; regular, intense supervisory training for both CS and CT

Concerning the role of CS: more direct assistance to the ST; more qualified CSs less teaching for CS; maximum of 4 STs per CS

Comments:

General guidelines established for the ST

Use of videotapes for feedback sessions with ST

Item 14. What process is now used to evaluate the performance of STs:

No response 0

Jointly by CS and CT

Process includes CS, CT and ST

Result of observation by CS

Each supervisor establishes own criteria for evaluation

Comments:

Four evaluations by CS and one by CT

Ongoing evaluative process

Item 15. What process would you use in the future to evaluate the performance of a ST:

No response 2

No change in present process

Process would include ST as well

Prepare ST to do self-evaluation

Comments:

Present ST seminars are just one more impersonal meeting

Use the data obtained from video-tape, etc.

CT would assume more of the training responsibilities

Item 16. Who should grade the performance of STs:

No response 0

None 2

Jointly offered by CS and CT

Grade on a Pass/Fail basis

Jointly by CS,CT and ST

College supervisor

Comments:

Superintendents, need to know for hiring process

The children might be good source of evaluation

Item 17. Whose grade of the ST's performance should appear on his college record:

No response 1

None 5

Joint: CS and CT -- mostly pass/fail basis

Evaluations should be included, done by all concerned

When disputed, CS should be official grader

All directly involved should agree

Supervisor

Item 18. What process is now used in the selection of CTs for STs from your college:

No response 2

CTs are selected by the school system

Some CTs are known to college by past experience

Principal advises college

Selection by CS and school-based coordinator

Don't know

Item 19. What process would you recommend be used for the selection of CTs in the future:

No response 1

Selection of CT done jointly by both institutions

Develop a cadre of "compatible" CTs

None

Match CT to needs of ST

Comments:

As much latitude as possible

Need stipend, definite guidelines and orientation seminar

CS needs to know all of CTs

Item 20. What resource materials does the Cooperating Teacher need readily available to assist him in the supervision of STs:

No response 5

The goals and policies of the University

Thorough briefing on STs

Item 21. What resource persons does the CT need readily available to assist him in the supervision of STs:

No response 5

Nearly unanimous: the college supervisor

Other successful teachers

Department Chairman

Comments:

Let's not standardize

Item 22. What competencies, experiences, or learnings would you require of the CT:

No response 0

Heavy response: excellence as a teacher and ability to supervise effectively

Willingness to serve as CT

Minimum of 3 years teaching experience

Item 22. Continued

Comments:

Able to work with adults and to tolerate mistakes

In contact with other CTs

Has Masters degree

Item 23. In return for training, CTs should:

Released time 16

Additional money 12

Scholarship 11

Non-voting appointment 6

Voting appointment 2

Other: Mainly about college's inability to pay anything

Whichever option CT chooses

Comments:

CT = a professional responsibility, nothing extra needed

Recognition by college in form of listing in catalog, academic rank

Item 24. What training would make CTs more effective in their supervision of STs:

No response 0

Seminar at college on supervision for CTs

Orientation for CTs prior to beginning of program

Closer cooperation with college personnel

Successful teaching

Comments:

Act as ST in another classroom

Item 25. In return for training, CSs should:

No response 3

None 1

Additional money 6

Time 14 (particularly to do more visiting at schools)

Other: Nothing - this is part of the job; tuition free course work

Comments:

Choice of above

Teach 8 weeks per year, with kids

Regular faculty standing and salary

Item 26. What competencies, experiences or learning would you require of CSs:

No response 1

Prior successful teaching experience

Successful supervisory experience

Continued professional growth, subject matter competence

Human relations skills (sensitive to peoples needs, good communicator, etc)

Yearly teaching experience (NB, contrast with ST and CT comments on this)

Much the same as for a CT

Workshops in supervision and evaluation

Able to offer effective counsel

Comments:

Know psych and human development

Know the public school as a political system

Item 27. What approaches have been effective for you in guiding the practice teaching experience for STs.

No response 3

Through frequent contact with ST during practice teaching experience

Every student needs and should have, individual guidance

Listening a lot, encouraging the ST to learn how to supervise himself, having him observed by his peers, individualize his experience as much as possible, supporting him in his conflicts.

Close personal contacts with ST. Help them identify their goals, provide an atmosphere of 'freedom to make mistakes' in order to learn from them, frequent casual class observation with come precise analysis of teaching

Item 28. What training would make you more effective in the supervision of STs?

No response 0

None 4

Experience has been the best preparation

Current classroom experience (particularly on new facets)

More supervision skills: micro-courses, group cycles

Exchange with peers, no formal body of knowledge available

Affective education, training

More psychology

Direct involvement in school system

Comments:

Always more to learn

Not sure

Item 29. What are the most serious constraints you have in your role as CS:

No response 3

None 2

Too little time to do job well, and/or too many STs

Divergence of viewpoint with CTs on methods and philosophy of education

Miss the chance to teach children

Limited A-V materials

Item 29. Continued

Comments:

Some systems 'reward' a ST for cooperation, and not for competence
Institutional indifference toward teacher training
Lack of status for educational supervisors at college
Getting reports from CTs on time
Poor relationships with a few STs

Item 30. What are the most rewarding aspects of your role as CS:

No response 5

High frequency of response: satisfaction of seeing young professional grow
and develop. "Its an ego trip"
Rapport with school personnel
Opportunity to be in contact with events in public schools

Comments:

Seeing a mediocre ST become a good ST
ST concern for improving quality of learning conditions in public school

Item 31. What degree of joint planning for the practicum now takes place between
you and the schools:

No response 1

None 5

Very little joint planning
Much planning together, on an informal basis
Consultation on system needs and ST goals
Planning on placements

Comments:

Depends on the system: some = no joint planning, some = a good deal
At two teacher training centers: jointly plan and implement methods & practicum
Considerable planning with liaison person in school

Item 32. What degree of joint planning for the practicum would you like to see take place in the future:

No response 2

No change in present process

Joint planning on direction and goals of practice teaching

As much as possible

More on the selection of CTs

Prior seminar with CTs and STs

Director of ST and Coordinator of ST
in system.

Comments:

Ongoing: combine practice and theory at clinical site

More joint work on curriculum

Just begun, not certain how it will develop

Item 33. What do you expect STs to learn during their practicum:

No response 3

Beginning understanding of the profession and of students

Develop own style of teaching, self-confidence

Greater depth of self-analysis and evaluation

Variety of teaching styles

Application of theories of teaching/learning

Life in large public institutions

Individual differences

Comments:

Skills, feelings and frustrations of a beginning teacher

What other STs are doing and why

Nothing replaces experience

Too involved to answer, depends on situation

Recapture the curiosity of childhood

Philosophy of human relations; treat kids with dignity

Subject matter competence; how to teach

Item 34. What, in general, do STs actually learn during their practicum?

No response 3

Same as expected

Variety of methods and materials

Their suitability for teaching role

Sometimes nothing; sometimes outstanding techniques

How to adjust to the system (negative socialization)

Disillusionment

Difficult to specify; who knows

Comments:

Planning for individual differences

How to treat discipline problems

How to imitate the CT

Colleague relationships

Item 35. What, in general, do STs still need to learn after their practicum?

No response 4

Continued professional development

Problems of authority and identity

Improvement comes through experience

The good teacher is always learning

Evaluation of their own skills as teacher

Full responsibility for a class

Comments:

Cope with frustrations

Rely on their own judgments

Depends on individual

Creative, flexible explorations in classroom teaching

Item 35. Continued

Awareness of new materials and resources

Class management skills

Think on feet and solve the unexpected

CS -- 36

No response -- 8

The following is a grouping of responses according to general suggestions, and those which apply more particularly to college and system programs:

College Program:

Ed courses should provide a great deal of time for revitalizing sensitivity to others, especially children.

Opportunities to work with students informally and at all ages of development.

Strong liberal arts background for ST, especially in psych and sociology.

More participation in teacher ed program from other faculties at college.

Student returns to campus after practice teaching for 1 or 2 semesters of study and reflection on the field experience.

Concurrent education courses, or seminars at the schools--not at university.

Concurrent seminar at college with other STs (and CTs) -- exploring major issues connected with teaching; run as a group to help participants understanding of non-cognitive ways of learning.

Study the problem of learning, STs would develop strategies for their own process. All further academic work would grow out of ST needs as discovered in the classroom.

Bring experienced classroom teachers onto the campus as instructors and as students.

Everyone involved come together to build the best possible experience. The aim-to improve teachers and teaching already available.

An individual program to eliminate the boring overlap which occurs when we teach all STs in the same way.

Northeastern proposal: for cooperative program with one or more school districts over a three year period resulting in a degree and teacher certification.

Framingham: beginning a new program combining conferences, small groups, team teaching, large lectures and practice.

Clinical center with many exploratory opportunities -- a chance to view demonstration classes, apply to real situations; flexibility to modify theories, etc.

A new program would include students bringing reality to methods.

Summer teaching experience prior to pt. Top-flight relevant courses in methods & materials.

School System Programs

Begin in schools much earlier than most presently do.

Careful placement and screening of STs and CTs will yield greater learning opportunity and better teaching for the children.

Experiences that help the ST understand the school as a political organization.

Student Teachers should be allowed greater variety in the subject matter they teach.

Teaching centers in the public schools, paying teachers and administrators for their supervision. Pay a college person to spend much time at the school-- he would supervise and conduct seminars, etc.

5-6 STs could team teach in a given subject area.

Orientation sessions prior to practice teaching. ST has an exposure to existing types of alternatives and then chooses what's most suitable to him.

Only enthusiastic CTs who see training as more than correcting papers. STs work in wide variety of school facilities: gym, art room, science center, etc.

A classroom based on a human approach where teachers and children can learn and where each respects the other.

Work under the direction of a competent CT who is dedicated to and enjoys the teaching of children --- one who is able to self-evaluate.

All involved should work to provide a supportive network to enrich the practice teaching experience for the ST.

ST should be given full responsibility for the class for extended periods of time.

A two-year guided post practicum teaching experience for all new teachers.

Supervisory role is the key to the ST assignment. Supervisors need time resources to work closely with the school community and more personally with the ST.

This is a specialized area and ought to be recognized for its true importance. Supervisors should be qualified by interest, personality and ability.

A full year of paid internship after BA and before certification.

General Suggestions:

Growth in self-understanding should be part of any program.

Living in the community where practice teach in order to understand students better.

A carefully offered (not arranged) set of experiences to build awareness and involvement in both the school and community.